

Full Length Research Paper

Strategy performance assessment of Nigeria tertiary institution business education programme on entrepreneurship intervention

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The study seeks to answer the question “how entrepreneurs are the business education graduates?” by providing a fair judgment on the effectiveness of the business education programme in Nigeria universities at fulfilling its utilitarian objective as an educational programme that prepares the individual to develop and handle private business ventures and function intelligently as entrepreneurs in a business economy. The main focus of this research is to determine the extent to which the Business Education programme has influenced the students’ entrepreneurship Intention in line with the programme key objective. The study involved a total of 1080 business education students in four universities in the Southern region of Nigeria. The experiment spanned a period of four years between 1996 and 1999 and the survey was administered to students in the regular business education programme, during the first semester of each successive year with two control groups. The study also considered gender differential on EI, EI differential between the regular and part-time students of the program; and compares students of other business and non-business programmes. It was hypothesized that Entrepreneurial Intentions (EI) of the students increase with successive learning objectives during the four-year programme. The findings show that there was no significant change in students’ EI during the period and this has both employment and social implications. No significant EI differential was noticeable between business education and non-business education disciplines. Gender was found to have no significant influence on EI. Business education students in the part-time programme reported higher EI than the students in the regular programme and EI is not significantly associated with student’s academic performance. The researcher recommended general overhaul of the entire business education programme in all tertiary institutions in Nigeria to accommodate core entrepreneurship training inclusively, to meet the individual and national goals.

Key words: Entrepreneurship, entrepreneurship-characteristics, making-a-living, earning-a-living.

INTRODUCTION

Business education has been in existence in Nigeria educational policy frame work for more than two decades ahead entrepreneurship education in Nigeria. It was introduced as a precursor for graduates’ self-employment through small business development; to boost the industrialization base of Nigeria and poverty reduction.

Ironically, since its adoption only few tertiary education institutions offer the programme and graduates output that specialize in accounting option, management option and secretarial option, whereas these three options for ages have existed as pure disciplines in Nigeria educational system. Business education has been

defined in several ways, most of which highlights its vocational nature. Nwaokolo (1990) conceptualizes Business Education to mean the education that prepares the individual for entry and advancement in jobs within business and prepares them to handle their own business affairs and function intelligently as citizens in a business economy. This justifies the utilitarian tendency. It is that field of education which deals with business experiences both for specialized occupational and general uses. Business educations, in recent time, have evolved into a more complex subject with increase in technology and computerized society; since professionals must equip themselves with all forms of skills to be relevant in the modern competitive business environment. Business education has dual purposes. It is for earning-a-living and making-a-living. The core business educator is trained to work creditably in paid employment and fundamentally capable of developing small businesses (self-employment) to make a living and contribute meaningfully to economic development. The instructional sequence attempts to balance business principles and occupational specialisation necessary to succeed in a business career with a considerable proficiency in supervision, direction and coordination. The integration of different business related courses in the curriculum enables the business educator to draw on and provide quality leadership and effective co-ordination of a private venture to fruition. Hence Bhatia and Sharma (1989) in his finding concluded that vocational business education helps the entrepreneurs in improving their performance.

The entrepreneur is one who conceives an industrial enterprise for profit purpose, displays considerable initiatives, grit and determination in bringing his project to fruition. Various authors have given different definitions of entrepreneurship but "interest and willingness and capability" to own a business venture and manage it to fruition underscores and summarizes all attributes and conditions for evolution of an entrepreneur. Entrepreneurship is a way of thinking, innovation and astuteness to own and manage a venture (Timmons and Spinneli, 2007; Kuratko and Hodgetts, 2004). In recent times, around the globe the importance of entrepreneurship to economic development is being orchestrated. This form the core objective of the 2008 world economic summit and the focus is entrepreneurship education at all level of learning including informal institutions. The goal is to generate economies with strong entrepreneurship culture and high intent for investment. Entrepreneurship intention (EI) refers to the extent to which an individual is interested and willing to become an entrepreneur under differing conditions. It is a combination of the entrepreneurship concept, inclination and capability that culminate into the determination or passion to exploit opportunities, undertake risk and derive competitive advantage.

Numerous research findings on the relationship between "Entrepreneurship intention" and business start-up, activity indicate "positive" using different methodologies.

From the above, there is a strong goals oriented relationship between business education and entrepreneurship just as the terminologies entrepreneurship, small business management and venture capitalism have been brandied about in the general information media as virtually interchangeable (Michael et al., 2004) in usage. Entrepreneurship education and business education are complementary in objective. While the entrepreneur needs the integrated management skills embedded in business education to effectively coordinate the business, the business educator needs practically the exploratory and innovative qualities of the entrepreneur to put his skills into practice in business. Thus the entrepreneurial perspective of business education cannot be overlooked. It must be resuscitated.

Traits approach to entrepreneurship

The study takes cue from the traits approach theory based on the assumption that individuals (students) naturally have an inherent level of entrepreneurship intention. That is, the natural tendency and interest to making a living through self-employment in the formal or informal form of it. The theory anchors on the widespread assumptions in the academic field that like leadership, entrepreneurs are "born"; and thus only those individuals who are inherently endowed becomes successful entrepreneurs in life. In support of this argument, from historical account, it is evident that for many decades formal education has been the preserve of the privileged. The less advantage (entrepreneurship minded individuals), for lack of opportunity for education often became apprentice to vocational trade and craft and graduated into the less lucrative careers and it was from this group (without formal education) that some eventually became entrepreneurs, even as they lack the privilege and social recognition accorded to other formal careers. In addition, recent account of some world most influential entrepreneurs and billionaire included a good number of individuals who are school dropouts or not a college graduate. In contrast to the trait approach to explaining the entrepreneurship phenomenon, the reality being experienced is that environmental circumstances (the realists approach) - including education, (Lasch et al., 2007) play a significant role than hereditary in explaining different levels of entrepreneurship across regions. Similarly, some contemporary successful entrepreneurs were found to have both education and parental influence. This approach anchors on the fact that the world economy cannot rely on naturally spontaneous traits-entrepreneurs

to meet the astronomical global changes in socio-economic and political demands.

A growing body of literature argues that "intention" plays a significant role in the decision to start a new firm (Baron, 2004; Shaver et al., 1991; Fayolle et al., 2006; Kolvereid, 1996) and a predictor (Ajzen, 1991, 2001; Fishbein et al., 1975) of performing entrepreneurial behaviour. The intention to carry out behaviour is influenced by values (culture) habit, belief (Bird, 1988; Lee et al., 2004). Consequently, intention then varies within the individual and between individuals when internal (inherent) factors interplay with environmental factors to determine interest status. This gives credence to education (formal and informal) as a panacea for anchoring entrepreneurship culture in the 21st century economies. Thus measuring entrepreneurship intention as a methodology towards establishing the effectiveness of an educational process becomes of paramount relevance.

Education and entrepreneurship development

The purpose of this introductory part is to highlight the significance of education and educational institutions in the development of small business development (entrepreneurship) and its relevance to this study. It is a fact that sound educational values are best dispensed via sound educational policy objectives and educational system in operation influences the knowledge base, the achievement of skills, competences and attitudes on which future career choices are based. Klandt and Volksman (2006) noted that education is a strong influencing media that set values, develop attitudes and motivation, and induce people to acquire skills and competencies to achieve goals. Since these policy decisions are essential to the future of the individual and the society, the educational institution has the responsibility to inform and expose students to a wide range of career options, including entrepreneurship.

Entrepreneurship has been widely accepted as an engine for national development (Bruyat, 2000; Grange, 2010; Gibbs, 1996), which in centuries past had been a seemingly preserve of nations which today are referred to as developed economies. However, for more than three decades, there has been upsurge in the efforts to give entrepreneurship and entrepreneurship education a priority advancing economies, arising from its observed importance to national development. The growing interest in entrepreneurship education and the research regarding the impact of such education present some important policy questions for the institutions that deliver entrepreneurship education programmes.

Numerous studies have postulated that the effect of education on entrepreneurship success is positive and significant (Justin et al., 2004; University of Amsterdam;

1994; Evans and Leighton, 1990; Holtz-Eakin et al., 2000; Mirjam and Wim, 2004; University of Amsterdam and Mosakowski, 1993). For instance, one of the studies reveal that when educational level and major were the only predictors of business success, a statistically significant relationship was found between years of formal education, and sales volume. When educational level and major were combined with age, gender, ethnicity, and industry, a statistically significant relationship was found between founders' educational level and business success. These relationships indicate the ability for the owner to learn, adapt and maintain a successful business through education. This reflects the continuing need for higher education to cope with technological advances and business competition in the changing global economy.

Education thus is the key for conveying national values to individuals. Therefore if entrepreneurship must become a cultural value in Nigeria economy, educational institutions must come up with research models necessary for policy, programmes and curricula adjustment; and implement pedagogical methodologies that will assist to enshrine it as a value system.

Nigerian educational policy: Implication for business/entrepreneurship education

In Nigeria, the National Policy on Education emphasized "a united, strong and self-reliant nation through the inculcation of the right type of values and acquisition of appropriate skills and the development of the mental, physical and social abilities. So that the individual can live in and contribute to the development of his society". The policy as it relates to vocational business education provides for business, technical and vocational skills necessary for economic development. Hence, Aina (1999) and Ezeugwu (2003) emphasized that business education should give training and impart the necessary skills to the individual who shall be self-reliant economically. In this regards, business education plays an important role in providing not only the technical tools (accounting, marketing, finance, etc), but also by helping to reorient individual towards self-reliance, independent action, creativity and flexible thinking (Lee and Tsang, 2004). However in Nigeria, all educational efforts and programmes aimed at expanding the industrial sector via business and entrepreneurship education has yielded little or no return on investment. Hence, Abaribe (2002), Ajao (2008), Vanguard Newspaper, Nigeria (2008. pp 43) and Garavan and O'Conneide (1994) lamented the undue emphasis on exams and paper qualification with the concomitant inability of the system to address aggressively the issue of dysfunctional knowledge. In other words, Nigeria educational institutions still teach the youths to master various subjects but have failed to relate

those subjects to the Nigeria needs; thereby lack the ability to solve the fundamental problems of living.

In line with the Federal Government of Nigeria directive in 2004, the Nigerian Universities Commission has developed a minimum academic standard for teaching entrepreneurship and recommended to all universities to adopt entrepreneurship studies as a compulsory course. However, more than seven years, implementation still suffers set back. There is the view that the average Nigeria universities are very traditional and are unwilling to change their curriculum in the light of national and global economic development challenges. Researchers and stakeholders in the education industry have observed that the implementation of the Nigeria National Policy on Education has been inadequate in conveying contemporary national and global economic challenges hence, Sylvia and Stettner (2004) blames the inability of educational institutions to develop entrepreneurship on the ineffective coordination between institutions and stakeholders (community, public and private organizations).

The problem therefore, is how tertiary educational institutions should incorporate entrepreneurial knowledge and skills in the syllabus to equip future entrepreneurs for the task. In other words, one of the barriers to effective entrepreneurship education programme (in the context of the Nigeria educational system) has been the inability of today's educational institutions to structure a programme that will attract and hold students interest and academic pursuit of entrepreneurship courses (Bellman, 2004). In the present assessment, how far the educational institutions nay the business education programme in tertiary institutions has fulfilled this objective, that is, to produce entrepreneurial-minded citizens, calls for concern.

Comparative analysis

Nigeria adopted the 6.3.3.4 system of education, which, embodied business Education from the United states (Peretomode, 2009); however the operational curriculum, infrastructures and teaching methods of business education in Nigeria differ significantly from that which is operational in the United States and that of the United Kingdom. The average Nigeria tertiary institutions nay the universities are very traditional and are unwilling to change their curriculum in the light of national and global economic development challenges. The curriculum for the business education programme cum the teaching methodologies lack emphases on practical entrepreneurship; therefore does not impart the right values (self-reliance) to the students and thus recycle entrepreneurial redundancy. The industrial training scheme (SIWES) seems to give opportunities to business education graduates to seek paid employment rather

than engage in private investment. The curriculum and the teaching and learning process do no provide the euphoric atmosphere for students to think entrepreneurship. Most of the teaching and learning of entrepreneurship are done in the classroom and hence theoretical. Many of the lecturers teaching entrepreneurship (business education) are neither entrepreneurs or linked with entrepreneurs on a regular and systematic manner. Such resource person does not have the experience, conviction or argument to trigger the students into entrepreneurial activities. Under this circumstance, the institutions of higher learning offering business education have role to play. A critical component of an effective business/entrepreneurship programme is anchored on solid institutional commitment and support (Block and MacMillan, 1993; Vesper and Gartner, 1997). Furthermore, the National Association of Business Educators, community, NGO's and the consortium of entrepreneurs in Nigeria through the series of conferences and workshops have not reached out or assisted the educational institutions at all levels into entrepreneurial activities. Buba (2005) opined that in spite of the enormous human and natural resources endowment, Nigeria's inability to realize the desired economic development goals is the challenge of industrialization.

In contrast, the success of business education in the United States through the National Business Education of America (NBEA) and Small Business Development Centers (SBDCs), provides training to undergraduates to imbibe entrepreneurship culture that leads to business thinking and life-long learning about business. The curriculum of business education in the United States provides for integration of liberal learning with business studies, whereby business practitioners and employers assist to educate students about analytical skills, communication, ethical decision making and social responsibility. It encourages co-curricular activities such as students' clubs, lectures and campus reading programmes that broaden students' horizon and help them gain experiences in leadership, decision-making and investment diversity. Students' assignments include attending or participating in business activity and turning in a reflective paper. Developed scheme of work that enables students offer reading programmes that cover current business books, hold small discussion groups, invite business practitioners, read business journals regularly, participate in students' business clubs. These help the students to develop habits that lead to business thinking and life-long learning about business. Thus self-employment and industrial-based educational value system has been created. Every graduate of tertiary institutions think self-employment rather than seeking white-collar jobs that are non-existence in the Nigerian case. Akinlua and Akintude (2008) advocate for a systematic exposure of academics to the practice of their

profession or field of study in the non-academic sector of national life.

David McClelland, a scientist at the Harvard University conducted a research in India tagged "KAKINAD". He carried out a five-year experimental study in which young persons were put in a six months training programme and motivated to see fresh goals. The finding shows that the traditional belief did not seem to inhibit an entrepreneur and that suitable training can provide the necessary motivation for entrepreneur. The findings led to establishment of Entrepreneur Development Programme (EDP) in India, which aimed at developing a broad vision about business and to enable learners to understand the process and procedures involved in setting up of small-scale business (Khanka, 2002: 62).

The United Nation Economic Commission for Europe (UNECE) also developed educational policies and programmes geared towards entrepreneurship. The programmes of the UNECE as applicable in member countries in Europe and Canada, promote what it called

'a culture of enterprise and the idea of self-employment as a career option. To meet with the target, business education at colleges of education and universities, the curriculum was made less theoretical and more linked to the need of the business sector and local communities. The scope and scale of such programmes vary, ranging from the provision of training, counseling, mentoring, start-up loans to a more comprehensive integrated approach. To facilitate the effectiveness of its goals, the body set up Youth Enterprise Society Programme (YES) and Rural Entrepreneurship through Action learning (REAL) which is aimed at learning entrepreneurial skills at school. It operates through experimental learning exercises where teacher serves as facilitators and also internships in local enterprises. Specifically, the REAL programme targeted tertiary education and assisting those people to identify a business opportunity, to prepare a business plan and initiate them into businesses, while they are still at school, which later on is converted into real enterprise owned by the former student. This is called 'spin-off'. Students are made to conduct a community survey to identify needs that could lead to entrepreneurial ventures. A survey of the 400 REAL graduates indicates that not only the businesses survived, they have expanded to a total capital base of £6m and creating 686 new jobs.

A study conducted by the Population and Policy Management Department (PPMD) - Social Division in cooperation with the United Nations Fund for Population (UNFPA) titled "Developing Arab Education for Youth Empowerment Challenges and Future prospective" was targeted at empowerment and participation of young people in the development of Arab nations. The study observed among other salient issues, that, education strategies, pedagogic planning, and development of educational curricula are integrated socio-economic

strategies and the priorities of development and production. Arab education works against the concept of empowerment by promoting passiveness. The author suggests a combination of classroom and highly interactive learning situations to assist in securing employment and open the door for students to pursue their dream of having a career.

From the foregoing, it is no doubt that the Phelps-Stoke Commission of 1925 and Ashby Commission of 1959 in Nigeria laid more emphases on clerical job, commercial and trades activities. The recognition given to the liberal education against the vocational (entrepreneurship education) generated a value system (earning a living through employment), which today, has become a cultural bane to development of entrepreneurship (self-employment) in Nigeria. This traditional value system or culture has remained an unchanging heritage among most Nigerian youths in which case education is still valued solely as preparatory for paid employment. This goes to explain the long time diversion from the national values to the pursuits of short-term personal goals. This is why Tamoka (2008) urged Nigeria to learn from Japan, India and Singapore that adopted the same business education content at different times and has experienced rapid industrialization and economic advancement through entrepreneurship and small business development. Brunner (1960), Garavan and O'Connell (1994) and Ajagu (2005), recommend a curriculum that integrates all aspects of technical, vocational and business studies subjects, as well as project teams, peer exchange, individual counseling and workshops for a holistic education.

Assessment in business education programme

In the field of education, assessment or educational evaluation could be referred to as a method of evaluating students' performance and attainment of educational objectives as well change in perception, values and behaviour. The three common areas being measured in education include the cognitive, affective and psychomotor domains. While the cognitive assessment measures the extent to which the student is knowledgeable and explains the concepts learnt, affective domain deals with the extent to which the learner understands and internalizes the subject matter. Psychomotor measurement indicates how much the learners can demonstrate the skills learnt and its practical utility. In considering the effectiveness or accuracy in measurement or assessment it questions the validity and reliability of the assessment instrument.

Series of research have been done on the tripartite relationship among what is to be taught (subject matter); who is being taught (learner) and who teaches it (the instructor). The relationship has often been found to be

positive and it has inextricable implication for the effectiveness of the assessment. For instance, what could be responsible for a student who scored 80% (A) in feasibility report test but scored 40% (E) in business plan test? This has many probable answers. However, if the mean performance in academic achievement in a particular year is 66%, it does mean that *ceteris paribus* entrepreneurship intention of the students arising from the subject matter is very likely to be at that rate. This is true only if the students were measured in the three domains of learning, else the test has failed its validation.

Academic performance and achievement measurements in business education have been limited to classroom test or examinations usually in paper and ink (Mordi, 2011). In other words, student learning outcome has been measured only in the cognitive perspective. For instance, students who scored creditably in entrepreneurship related subjects may have been asked questions relating to entrepreneurship concept definition, roles and relevance, attributes and so on but nothing on feasibility study or business plan. In this circumstance the only way to measure students' preparedness for entrepreneurship based on the subject taught should be non-classroom and non-curriculum settings. Hence measuring student's entrepreneurship intention increases objectivity, reliability and less subjectivity.

Justification of the study

The study seeks to address the need for higher educational institutions in Nigeria teaching business education to rethink their mission, strategies and operations and make them more consistent with the realities in the Nigerian economy and contemporary business environment. A lot of research has been done in the field of business education with emphases on importance of business education to entrepreneurship education and problems associated with the inability of business education to deliver on self-reliance perspective. Most of these research anchored on poor funding, inadequate, instructional facility, moribund curriculum, lack of institutional commitment and inadequate or low quality human resources, and so on. Studies on students' attitudes and interest in business education have shown that good number of student admitted into business education programme do not possess the initial interest, but are either pushed into it by the admission process or taken as last resort where students do not meet the entry requirements in the basic administrative courses such as accounting business administration where admission cut-off mark is lower; and with the intention to shift into the core administrative courses at postgraduate level. Most of these studies did not consider to empirically measure the entrepreneurship ability successively in their methodologies; others failed

to include a control group in the studies, as basis for determination or attempted to link academic achievement with entrepreneurship intention. In addition, the measurement system adopted in the institutions offering business education is inadequate to unveiling the entrepreneurship inclination of the course-graduates.

Series of studies on entrepreneurship intention have been done in the field of entrepreneurship and entrepreneurship education. Some were conducted in both informal and formal education settings; however a large number of the studies concentrated methodology at the terminal point of the research programme. These studies do not take account of the natural tendency to invest, community involvement, parental occupational background, social inclination and so on before entry into the programme used as the study parameter. Whereas these factors and other extraneous variables have been found to influence entrepreneurship intention outside formal education. Result from a single study therefore may not provide accurate and adequate information to determine the influence of business education programme on entrepreneurship intention. Hence, the methodology of this study took account of a stage by stage measurement of the students' progress in entrepreneurship desirability. It could serve to decipher the stage or programme year in which core entrepreneurship subjects were taught and make most impact in students' overall entrepreneurship intentions (EI), which may have implication for re-organization of the scheme of work in line with interest and cognitive ability.

Hence, this study assumes that the business education students naturally have some level of entrepreneurship characteristics which the business education programme is meant to improve. The study therefore addressed what changes in students' entrepreneurship intentions (EI) have taken place among the student during the four-year duration of the business education programme. This is with the specific objectives to determine the entrepreneurial intentions among students of business education in tertiary institutions with implication for programme evaluation.

RESEARCH DESIGN

Survey research method was used for the study. Entrepreneurial intention is a psychological phenomenon in which case, most research literature relies on psychometric measurement of student's entrepreneurship intention (Autio et al., 2001; Fayolle et al., 2006; Kolvereid, 1996; Krueger, 2000). Wani et al. (2004) conducted a similar 3-year survey on engineering students to determine entrepreneurial intention and observed that the methodology supports the research outcome.

Sample size

The study used a total of 1080 students in four universities in south of Nigeria – Delta State University, (DELSU) Abraka; Rivers State

University of Science and Technology, (RSUST) Portharcourt; Nnamdi Azikiwe University (UNIZIK) Awka and University of Benin (UNIBEN) Benin City. The sample comprised 480 business education undergraduates in the regular and part-time business education programmes form the experimental group; the control groups comprised 300 undergraduates in Business Administration Department; 300 Undergraduates in English and Literary Studies Department.

Procedure

Study targeted specifically all business education students admitted into the regular and part-time programmes in 2005/2006 academic session and graduated in 2008/2009 session and were measured consecutively for the four-year duration of the programme. In the process, students who were admitted in 2004/2005 (200L) and 2006/2007, were assessed for three years of the four years and were included in the computation. This was to determine the effect of variation in teaching methodology that may have arose from course re-allocation to different instructors. The experiment started in October 2005, which is the beginning of the 2005/2006 academic session. In the first year (2005/2006) both the experimental groups and the control groups were assessed. In the second and third year, only the experimental groups were assessed and all groups were assessed at the end of the programme in 2009. The experimental group was assessed in the beginning of first semester of the first year of the study. This is to avoid the effect of the introductory learning objectives on the response of the students. Subsequent assessments were carried out at the end of the second semester when all course works have been completed.

Instrumentation

An eighty-five item self-rating questionnaire tagged: Students' Entrepreneurship Intention Survey Questionnaire (SEISQ) testing for various entrepreneurial characteristics was used. A 5-point modified Likert scale type of questionnaire was used. The questionnaire assessed student's desirability for entrepreneurship, self-prediction and behavioral intention. Chen et al. (1998), Zhao et al. (2005) and Armitage and Conner (2001) used a similar psychometric questionnaire in their studies. Students of the part-time programme were asked to name (*if any*) their present job, trade, business or investment in order to differentiate students who have a private business outfits and determine their entrepreneurial intentions for the purpose of comparison. The Cumulative Grade Point Average (CGPA) of the academic performance of the students was used in the determination the association of students' EI with academic achievement.

Validity and reliability

The instrument was a combination of psycho-analytic instrument adopted from the published works of Chen et al. (1998), Armitage and Conner (2001) and Zhao et al. (2005) that measure the individual "desires", "self-prediction", behavioral intentions and interest. The instrument was administered successively to business education undergraduates in two Colleges of Education using test-retest method. A reliability co-efficient of $r = .79$ was established using the Pearson Product Moment Correlation formula.

Administration

A large number of research assistants were hired successively to administer the questionnaire during the period. The instrument was

administered yearly to the set of subjects and one week was allowed for proper attention to the questionnaire for the best response with minimal interferences from fellow students. The stability in the number of questionnaire instruments administered was achieved by replacing shortfalls arising from attrition.

Data analysis

The study adopted the descriptive and inferential statistics and Students' entrepreneurial characteristics are interpreted as: - Very Low (0 – 20); Low (11-29); Moderate (41 – 59) high (60 -79) very high (80 – 100). Figures represented are approximate values.

RESULTS AND DISCUSSION OF FINDINGS

Pre-discussion analysis: dissecting the curriculum of business education

To guide the reader in understanding the result outcome of the study, curriculum evidence is presented here.

From Table 1, the number of courses offered in the business education programmes in most Nigerian tertiary institutions is adequate for managing small businesses. It can be argued here that the business education graduates at the end of the four years have possessed the pre-requisite knowledge to effectively manage a small scale business as an employee or self-employed. The administrative courses will allow for considerable level of control, coordination directing and leadership role in any small and medium scale business and a fertile ground for producing future business magnates. However, the number of educational courses offered in the programme is numerous portending it as entirely a business teacher programme designed to meet the subjects offered in business studies at the secondary school level in Nigeria. In addition, less emphasis is laid on core entrepreneurship subjects, the available subjects are theoretical-based and devoid of practical orientation to small business development. From experience of the researcher, the industrial training (SIWES) meant to boost the industrial experience of the business education students was carried out in large and multinational companies such as Shell Petroleum Development Company (SPDC), Chevron, Texaco, Banking Institutions, Pfizer, Nigerian Breweries, to name a few, where students are assigned work in areas of their specialization (accounting option, secretarial option and management option). Small scale businesses and cottage industries such as pure water factory, cassava milling, consultancy services, barbing services, catering, soap making, and so on, are left out of the training. The faculty does not make inputs to allocation of students to places of industrial training; rather the students themselves search for and make choice of where to undergo the industrial training. In which case their emphasis is more on the stipend provided for transport and feeding by these companies or students perceive the

Table 1. Extracts of courses offered in business education in a typical Nigerian university

	Year 1	Year 2	Year 3	Year 4
Business Related Courses	Shorthand, Typewriting Financial Accounting 1 Financial Accounting 2, Principles of Business mgt.	Financial Accounting 1 & 2 Business Machines, Office Practice, Computer Operation, Cost Accounting 1 & 2, Taxation, Marketing 1 & 2, Principles of Cooperatives	Office Infor. System Report writing, bus. Communication, Auditing Investigation Marketing 3, mgt Accounting Company law	Personnel Management Operational Research, & mgt infor. System
Economics/Law Entrepreneurship/vocation Courses	Principles of economics I & II Intro. Entrepreneurship, Intro. to Voc. Education	Feasibility study	Small Business Management	Entrepreneurship Case Studies
Education	Education History, Development Psychology	Educational Psychology, Sociology of Education Social Studies, Curriculum development, Philosophy of Education	Educational Administration, Research Methods, Educational Technology, Teaching Practice,,	Comparative Education Guidance & Counseling, School Organization And Management Project Work
Industrial training		industrial Work Experience I	Ind. Work Experience 2	

Adopted from: Faculty of Education students handbook, 2004.

opportunity of being retained as employee. The training hitherto which is designed for students to explore every aspect of the business formation through management to marketing is thus truncated.

To this end therefore, the emphasis of business education graduates who had such experience in large corporation with jumbo remuneration and attendant fringe benefit, will be on securing jobs in those companies rather than thinking self-employment; hence they spend marathon years searching for non-existing or politicized jobs. The fundamental questions that befall institutions offering business education, faculties and curriculum planners for the tertiary business education programme, therefore are:

1. If all business education graduates who specialize in accounting, management and secretarial options are much needed for employment in established industries, where then is the place for graduates from departments of Accounting, Business Administration and Secretarial Administration from tertiary institutions?
2. Where are the public and private industries that will employ all the business education graduates to reduce unemployment?
3. Can government alone establish all industries that will absorb all the high school graduates including graduates of business education?
4. Do we rely on historians, linguistics and artists to establish industries that will employ graduates of busi-

ness education?

The answers to the above questions are found in the geometric progression in unemployment in the face of poor economic signals (Soludo, 2007. Central Bank of Nigeria, annual report). In the light of the foregoing, business educators should be trained to see what investment opportunities exist in technical, vocational skills and entrepreneurship skills.

Extent of changes in entrepreneurship intention

This section attempts to answer the problem of the research. Table 2 depicts the summary of the findings from the experimental group used for the determination of entrepreneurship intention of the students during the period. The experiment was conducted for four years between 2006 and 2009. On each of the years of the experiment, all four classes, that is 100 level up to 400 level were assessed. No one level of study was left unassessed. In other words, in 2006, all existing classes were assessed, including those who were graduating (see table below); and those who were in 300L in 2006 due for graduation in 2007, were assessed for two years. Group 2 are students who were already in 200L when the experiment commenced in 2006; they were assessed for three years up to 2008 when they graduated. Similarly, students who were admitted into the programme in 2007, one year after the commencement of the experiment

Table 2. Summary of the result of the four-year survey of changes in students' entrepreneurship intentions of regular business education programme.

Survey period, class participation and level of entrepreneurship intention						
Group	Change in EI	2006 assessment	2007 assessment	2008 assessment	2009 assessment	Average EI and % average change in EI
1	EI (X) % change in EI	(100L) 30 (0%)	(200L) 33 3 (10%)	(300L) 37 4 (12.6%)	(400L) 37 0 (0%)	34.751.75 (5.5%)
2	EI (X) % change in EI	(200L) 32 (0%)	(300L) 35 1 (3.1%)	(400L) 35 0 (0%)	- -	341 (3.13%)
3	EI (X) % change in EI	(300L) 28 (0%)	(400L) 36 8 (28%)	- -	- -	324 (14%)
4	EI (X) % change in EI	(400L) 30 (0%)	- -	- -	- -	300 (0%)
5	EI (X) % change in EI	- -	(100L) 34 0 (0%)	(200L) 36 2 (5.9%)	(300L) 36 0 (0%)	35.3.67 (1.97%)
6	EI (X) % change in EI	- -	- -	(100L) 33 0 (0%)	(200L) 39 6 (18%)	363 (12%)
7	EI (X) % change in EI	- -	- -	- -	(100L) 37 0 (0%)	370 (0%)
	Overall intention 7		$\Sigma \chi$			341.7 (6.6%)

Source: Extract from survey data.

were also assessed for three years up to 2009, their year of graduation (Group 5). In the last two years of the experiment in 2008 and 2009, students who were admitted into the programme were also measured. In all 160 students were assessed in each year amounting to 480 members of the experimental group. The experimental group comprised students of the regular programme and part-time programme.

Group analysis

For the purpose of clearer analysis, groups 1, 2 and 5 are used, since these groups of students were measured at least three years of the four-year study. The students of the group 1 are those who were measured from 100L (2006) to 400L (2009); group 2 are students measured in 200L (2006) to 400L (2008) and group 5 are students (100L) admitted in 2007 and were measured up to 300L (2009). Thus the groups reported the following mean entrepreneurship characteristics: From Table 3, in the 2006, it is observed the data obtained from 100L students reported EI of 30%, (R.1 x C.1); the 200L (R.2 x C.1) in 2006 reported 32% EI and 100L students of 2007 (R.3 x C.2) reported 34%. These figures represent the different levels of EI of the students when they have not received lectures. Thus these figures represent the inherent level of Entrepreneurship intention that would likely have endeared the students to start-up business if they had no

opportunity for higher education. On the yearly average (R.3 x C.1 – 4), though increase in EI was observed, that rose from 31% in 2006 to 37% in 2009, but ironically, the yearly increase declines from 3% in 2007 to just 1% in 2009. While there is no direct explanation for the decline, it is perceived to be attributable to lack of emphases on entrepreneurship at the point in the programme where student branched into either accounting option, management option or secretarial option, in which case course content emphases were on courses relating to their areas of specialisation. In other words, entrepreneurship was strongly emphasized at 200L where 3% was reported and no more.

On the overall analysis, the students reported 34% EI (Table 1) compared to the observed mean of 34.15 EI (Table 2). The difference of 43% results from the other groups not included in the groups under consideration in Table 2. From the result, the students possess a mean EI of 34% compared to EI of 31% entry point. The increase from 31% in 2006 to 37% in 2007 indicates increase but this increase is not significant to justify the effect of the programme.

This implies that the students have .34 (low) EI that is perceived to engender them into taking up entrepreneurship as life career as against seeking paid jobs. There is an increase of 6% in EI in the four-year period at an average of 1.5% per year in EI. At graduation the students reported EI of .37 likelihood of becoming self-employed.

Table 3. Summary of students who were assessed at least three years during experimental period.

Year	2006 (C.1)	2007(C.2)	2008(C.3)	2009(C.4)	χ/n	Mean E.I(C.5)
GP. 1 (R.1) -	30%+	33%+	37%+	37%	= 137/4 =	34.25
GP. 2(R.2) -	32%+	35%+	35%+	0	= 102/3 =	34.00
GP. 5(R.3) -	0+	34%+	36%+	36%	= 106/3 =	35.33
Average (R.	31%	34%	36%	37%		34.43%

Extract from table 1. R = row, C = column.

Table 4. Analysis of E.I by level of students.

Level	Entrepreneurship Intention status (%)				Average (approx.)
	2007	2007	2008	2009	
100L	30	34	33	37	33.5%
200L	32	33	36	39	35%
300L	28	35	37	36	34%
400L	30	36	35	37	34.5%
					34.25%

Using students level analysis

This analysis takes into account of the level of the students into foremost consideration. Since it is assumed that every student has some inherent level of EI; all assessments taken at 100L, 200L, 300L AND 400L are collated in Table 4

The table present a succinct view of the entrepreneurial behaviour as reported at each class or level. From the figures all the 100L students assessed at the point of entry into the programme reported 33.5% EI, all 200L students reported 35%, at 300L it is 33.4% and 400L it is 34.25%. The overall average of EI = 34.25% does not differ significantly from the group analysis. Therefore, if entry EI = 33.5% and at graduation EI = 34.25%, only shows increase of 0.75% change in EI over the four years duration of the business education programme in the universities.

This means that “ceteris paribus” the business education programme has imparted insignificant entrepreneurial knowledge (EI) of 0.7 in the students during the programme. Theoretical implication of this finding is that the business education graduates are EI of 34% likelihood of taking private investment option and are 66% likely to seek for employment to earn a living. The students are simply who they were before and after the programme. Thus the assumption that the Nigerian business education programme has no significant entrepreneurship inclination holds as depicted by the statistical analysis below.

Analysis of variance (ANOVA) was used to determine the mean differential of the four levels of the programme

assessed and the result supports the null hypothesis of the study.

Institutional analysis

The purpose of this analysis is to determine the extent students' EI differs across institutions. The institutions used are located in different geographical areas and socio-cultural background; it was expected that factors other than the programme content may influence the students EI at entry into the programme and at graduation. Across institutions however, it was observed that although the EI is found to be 34% low, students in Nnamdi Azikiwe University (NAU) Awka and Rivers State University of Science and Technology (RSUST) Portharcourt reported a higher level of entrepreneurship intention of 41% and 38% respectively than students in Delta State University (DELSU) Abraka and University of Benin (UNIBEN) Benin City with EI of 26% and 3%1 respectively. The factors responsible for the slight disparity were not captured by the scope of this study; however, research evidence suggests that culture, age, demography, population, geography and family background have influence on entrepreneurship intention. The finding implies that students in both metropolis (Audretsch and Frisch, 1994) of UNIZIK and RSUST (Portharcourt) have a higher propensity to become entrepreneurs in comparison with students in the DELSU and UNIBEN. Historical antecedents of this disparity in higher EI areas, also points to the fact the commercial activities and small businesses dominates the areas -

Awka and Portharcourt; and possibly therefore rural-urban migration may have allowed a higher concentration of unemployed in this areas. It therefore follows that students from NAU (Awka) and RSUST (Portharcourt) may spend lesser time searching for paid jobs. This assumption tends to support Audretsch et al. (2002), Storey (1991), Ritsila and Tervo (2002), Foti and Vivarelli (1994) that identified high entrepreneurship intention with unemployment and concentration of commercial activities in an area.

In this study, the low entrepreneurship intention observed at this stage was manifested in the recent work of Mohammed and Apama, in 2011. In their study of MBA students in University of Hyderabad, India, the result of the study shows that the careers most respondents wanted were in *business management* (38%), followed by government services (20%), scientist/engineer (15%), selected medical sciences profession (12%), starting / owning your own business (10%) and artist (5%). Clearly, the results indicate that the respondents were more inclined to pursue public and private sector careers and that entrepreneurial intention appears to be limited. And when the students were surveyed on area of specialisation in the MBA programme, the result shows that majority chose a major in *Finance* (38%), followed by Marketing and Management Information Systems (28%), Accounting (12%), Entrepreneurship (11%), international business and business strategy (11%) respectively. The analysis indicates that the majority of the respondents are pursuing an education with a focus on finance. A much smaller percentage of the respondents was enrolled as entrepreneurship majors. They argued that entrepreneurship is a function of perceived feasibility and the perceived desirability of starting a business and that only those with high self-efficacy for a certain tasks are more likely to pursue and persist in that task.

In a Department-based post-graduation survey of employment interest of business education graduates (Oroka and Igberaharha, 2008) was conducted on 84 Business Education students who graduated in October, 2002 academic session. The survey was to determine fluctuation in employment status of business education students after graduation. The original work was analyzed with a multiple bar chart; the graphical presentation below is the author representation of the bar chart to make explicit the employment behavioral flow (Figure 1). The findings reveal thus:

The findings of the survey show that only 12 (14%) of the business education graduates took up self-employment in the first year (2003) of graduation while 48 (57%) searching for jobs in the first one year of graduation. In the second year after graduation unemployment reduced from 57% to 48% (40) giving rise to the number of the graduates who secured paid employment by 3 graduates to a total of 29 (35%) of the 84 students, and self-employed rising to (13) 15% from

initial (12)14% experienced in 2003. The rise in number of students who secured employment continued to the third year after graduation but fell drastically in the fourth year to (21)25% and increased by 14% above 2006 figure by the fifth year, thereby giving rise to self-employed up to 36 (43%) after five years of the graduation. The study further revealed that the number of the graduates who had paid jobs in the first three years, up to the maximum of 44 (52.4%) in 2005 is composed of a proportionate 84% (37) underemployed and 16% zero employment. Generally, there is visible alternation among employment and unemployment (Allegretto, 2004) and self-employed, during the period reviewed.

With respect to students EI, the first and second year of post-graduation experiences indicate that only few (14%) of the 84 students had interest in entrepreneurship. The steady rise in number of self-employed (entrepreneurs) from the first year up to 2007 is therefore unconnected with the business education programme. Rather it is perceived that the effect of long-term unemployment (Ritsila and Tervo, 2002), psychological trauma (Iskra, 1997) of unemployment may account for this entrepreneurship behaviour observed. However, Oroka and Igberaharha (2008) argued that the drastic fall in the number of the business education graduates who gained paid employment in the 2006 may have resulted from effect of job frustration of underemployment (*employed mainly teaching jobs in mushroom private kindergarten, nursery/primary/secondary schools for which monthly salary is between N5,000 (£20) and N10,000 (£40) depending on negotiation and extent of work load*), giving rise to the number of self-employed and job seekers after the third year. Although the methodology used was limited to telephone contact and job status, the evidence provided by the result supports the finding of the EI of the present study. There is a gradual increase in number of self-employed during the period. The present methodology also supports Storey (1991) whose time series analysis point to unemployment as positively associated with indices of new firm formation.

The high number of the unemployed graduate in 2003 near persisted for up to 2004 before it plummeted by the third year, giving rise to the number in paid employment and self-employed. Although Oroka and Igberaharha (2008) did not consider the social effect of the findings in their analysis, the fact remains that unemployment is a precursor for social delinquencies. There is a strong relationship between unemployment, frustration and crime in Nigeria (Omotor, 2009), and Africa sub region. From the study, the first two years of graduation the number of the unemployed was high and considering the age bracket (Hirschi and Gottfredson, 1983; Greenberg, 1979) of the unemployed or under-employed graduates, the propensity for crime and associated social vices are imminent among them. For instance, Egwakhe and Osabuohien (2009) in their study on the Educational

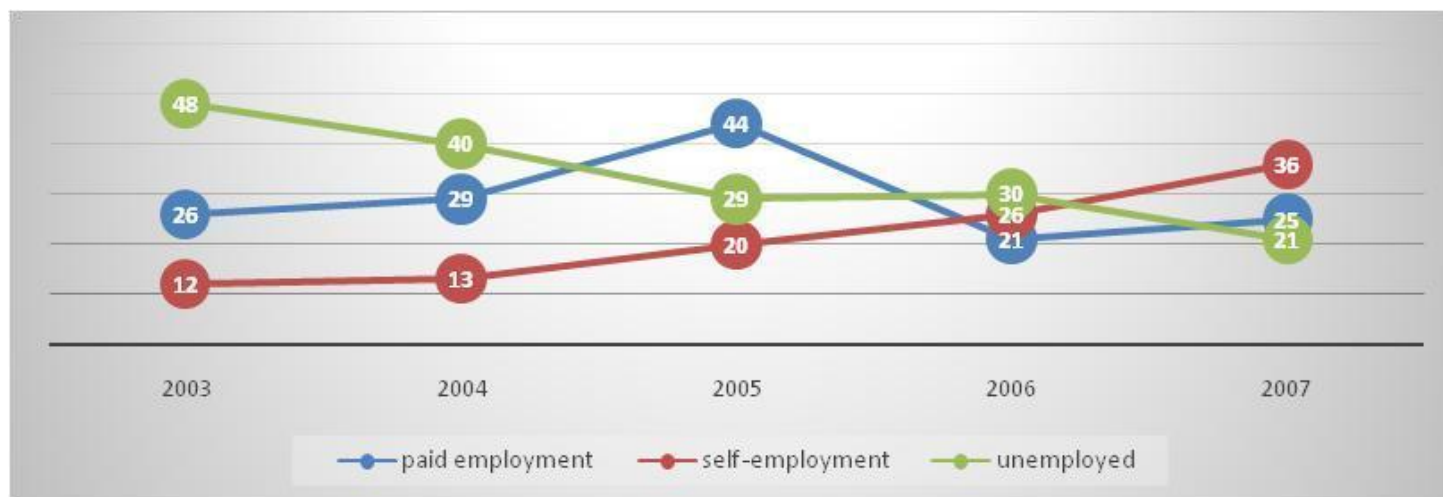


Figure 1. Graph of student’s response status of business education in employment. Adapted from (Oroka and Igberaharha, 2008). Post-graduation assessment of employment behaviour of business education graduates, J. ABEN, 2(3) 34-52.

Table 5. Youth crime rate and educational output in Nigeria (2001-2005).

Year	Total crime	Youth (16-50)	Youth %	Total unemployment rate	Trade dispute	Total graduates	Education budget (%)
2001	160143	152320	95.11	3.60	51.00	47791	7.00
2002	156638	151430	96.68	3.80	50.00	58305	6.10
2003	347791	339262	97.55	3.60	49.00	70361	4.75
2004	143140	133845	93.51	3.80	152.00	50419	4.84
2005	149422	140910	94.30	4.00	100.50	26042	8.30

Backgrounds and Youth Criminality in Nigeria described graduate unemployment as closely associated with crime. To buttress their findings, they computed the total cases of crime in Nigeria in relation to total crime committed and number of youth involved in the crimes. The figures indicate that youth crime occupies no less than 94.30% of national crime in Nigeria in relation to total graduate output and increasing unemployment, as depicted in Table 5.

Taking into account the total crime rate and the percentage of the youth involved in the crime and total graduate output, it is evident that there exists a relationship between crime rate, the number of youth involved and graduate output.

From Table 6, a logical conclusion can be drawn; the increase and decrease in the number of graduates has a corresponding but not proportionate increase and decrease in both crime rate and the number of youth involved. Though we cannot estimate from the figures the number of graduates that constitutes the crime rate figure, strong research evidences suggest a close relationship between unemployment and graduate crime

may account for corresponding increase/decrease. Research evidence has shown that deprivation leads to frustration and frustration leads to either depression or aggression and because young people are particularly hit hard by the economic and emotional effects of unemployment, says Jonathan Wadsworth, a labour economist at the LSE. Aggression arising from unemployment tend to be more chronic with tertiary institution graduates than the lower school leavers, dropouts and uneducated. Similarly, research evidence has also shown that crime rate fluctuates with age (Andrew Atwal, Youth today, www.youthtoday.org); therefore a sizeable number of graduates constitute total youth crime. Hence based on this evidence, the business education graduates reported low entrepreneurship inclination may add to the crime rate, within the first and second year of joblessness, especially where the subjects of the experiment are drawn from the volatile Niger Delta sub-region. For instance, the number of kidnap cases in the Delta region and cybercrime involved more youths than adults. They refer to some crime by their nature as a business of sort.

Table 6. Increase and decrease in both crime rate and the number of youth involved.

	Crime			Youth involved			Graduate		
	Crime rate	Increase/decrease in crime	%	Youth crime	Increase/decrease (youth)	%	Graduate output	Increase/decrease (graduate)	%
2001 & 2002	160143			152320			47791		
2002 & 2003	156638	3505	2.19	151430	-830	0.01	58305	10514	21.34
2003 & 2004	156638			151430			58305		
2004 & 2005	347791	191153	122.03	339262	187832	124.04	70361	12056	20.7
2005 & 2006	347791			339262			70361		
2006 & 2007	143140	-204651	-58.84	133845	-205417	60.54	50419	-19944	28.23
2007 & 2008	143140	6282	0.04	133845			50419		
2008 & 2009	149422			140910	7065	0.05	26042	-24377	58.17

Table 7. Summary of Z-test for the difference of mean of EI between business education undergraduates in the regular programme and their counterparts in the part-time programme.

Programme	N	X	Range	SD	Z-test Cal	T. value	DF	SE	Decision
Regular	240	31	26	6.3					
Part-time	240	38	14	4.8					
	480				23.9	1.96	258	0.50	Not rejected

Difference in programme status and EI

Most Nigerian universities such as DELSU, NAU, UNIBEN, and RSUST run the business education programme on both full time and part-time basis. Students are admitted annually into the full time (regular) business education programme through the Joint Admission and Matriculation Board (JAMB) examination and the university designed post-JAMB entrance examination. Students that took the JAMB and Post-JAMB examinations are admitted into 100 level that runs for four years while students that are admitted through JAMB direct entry into 200 level are those who have obtained certificates from colleges of education, polytechnics or advance level examinations. The part-time business education programme is designed for persons who are in one employment or the other and who may not be able to attend the regular programme due to work or business engagement. The students in the part-time programme are usually teachers in post-primary educational institutions and in other paid employment or commercial/service occupations. The part-time programme runs for four, five or six years depending on the entry qualification or academic achievement. For instance a diploma or NCE certificate holder in business education who enters into the part-time programme will run a four-year course work, while the same candidate does a three-year course work in the regular programme beginning from 200 level. A secondary school certificate or ordinary level general certificate holder does a five-year or six-year programme based on the credit base of

the candidate. These two classes of business education students (regular and part-time) therefore differ in entry background such that factors such as age, experience, business inclination, social status and family background have been replete with research studies which they concluded to have considerable influence on entrepreneurial behaviour. Hence the regular and part-time business education students were expected to report considerable difference in their perception of employment and entrepreneurship intention, for which the study was also interested.

The finding thus conformed to earlier studies that certain factors outside formal education exert entrepreneurship characteristics on individuals. It should however be recalled here these two groups of the business education programmes that formed the experimental group for which the results have been analyzed (Table 7).

The study shows that most of the business education students in the regular programme had little business experience or orientation. The survey shows that most of the students in the part-time business education programme either are employees or have entered into one form of business venture or the other. These groups, in addition to their salary structure (Baumol, 2010) also engaged in some form of private business, and so had some level of business experiences prior to entry into the programme which accounts for part-time programme students possessing higher level of EI compared to the regular students.

Experience of the part-time group in private businesses

Table 8. Summary of EI of business education undergraduates in the regular programme and business administration and English and literary departments.

Department	N	E ₁	E ₂	\bar{x}	SD	Z-Cal	T.Value	DF	SE	Decision
Bus. Education	480	30	37	34	1.8					
Other Depts.	600 1080	29	37	33	2.0	1.97	2.00	358	2.02	Null hypothesis not rejected

Source: Field Survey, 2009.

is perceived to account for the result. It is also perceived that low income of this group is responsible for engaging in private business holdings in order to augment their earnings. However, in the event of retrenchment or lay-off, this group is most likely to establish or re-invigorating their private business on a short term, that within the first and second year of graduation. The mean of entrepreneurship differential test indicates the positivity of the initial assumption, since the difference in entrepreneurship intention between the two groups does not put the part-time graduates in a core entrepreneurial minded position. It could be argued that a higher number of the part-time graduates may switch to paid job if found greener, despite their entry background of 35% earlier reported. On the other hand there is higher propensity of the graduates of the regular programme searching for paid employment for more than two years as the graph indicates.

Entrepreneurship intentions across programmes

In order to further establish the influence of the business education programme on the entrepreneurship intention of the students and graduates, the study included students of other faculties in the control group: a business related programme and a non-business related programme. The control groups were measured only at the beginning and at the end of the experiment and only the mean EI is used as the basis for analysis. It was expected that students in business administration by its very nature should report a lower EI level of Entrepreneurship Intention (EI) given the current curriculum in the tertiary institution devoid of core entrepreneurship courses and value system that encourages paid employment. While the students of the English and Literary Studies to report lower EI, since the core courses of their programme do not relate business entrepreneurship. Business administration reported maximum of 37% in the second measurement as against 33% in the first measurement. This change in EI which is not at variance with the changes in EI of the experimental group; is an indication of either both programmes exert the same level of academic entrepreneurial input or none.

If none, then the changes in EI of the two groups results from extraneous factors other than the initial presumptions about the entrepreneurship objectives of both programmes.

Similarly, the EI reported by the students of the English and Literary Studies indicates that lower both in the first measurement of EI = 29% and the second measurement of EI = 33%. The question arising from this result is, if non-business related programme report EI that is not significantly different from the EI of the business or entrepreneurship related courses, the level of EI reported is attributable to factors external to the programme (Table 8).

When the result of the EI of business education undergraduates in the experimental group is compared with those of the departments of Business Administration and English and Literary studies, no significant difference was reported as the hypothesis test in Table 9 shows. Considering the nature and primary objective of business education as emphasized in the national policy of education, it was expected that business education graduate differs significantly from students of the other disciplines, in their perception, interest and attitude towards entrepreneurship (self-employment), during school and upon graduation. The findings of the present study give credence to the fact that the tertiary educational institutions in Nigeria have not enshrined entrepreneurship in their programmes despite the undisputable impact it has on economies of advanced nations and available research recommendations over the ages nor give business education the fundamental implementation it deserves.

In conclusion it can be said that the current vocational business education in Nigeria has not met with the self-employment dimension as enshrined in the national policy on education. The fact remains that business education subjects are perceived and taught as requirements for certification. (Garavan and O'Conneide, 1994). Business education is not meant solely to produce professionals such as accountants, corporate managers, and secretaries into the labour market but managers of integrated system of business resources and employer of labour. The issue here is that how does the National Policy on Education and the prevailing economic

Table 9. Summary of gender entrepreneurship characteristic differential of business education students and implication for future entrepreneurial endeavor.

Variable	Period		Yr 1		Yr 2		Yr 3		Yr. 4		Summary (approx.)	
	M	F	M	F	M	F	M	F	M	F	M	F
Subjects (n)	240	240	240	240	240	240	240	240	240	240	240	240
Mean entrepreneurial characteristics	35	29	38	30	34	34	37	35	36	32		
Max. Entrepreneurial intention (Raw score)	62	46	64	49	66	53	68	57	68	57		
Min. entrepreneurial intention (Raw score)	12	6	14	8	18	8	16	10	12	6		
No. Score 50% & above (Raw score)	33	9	27	15	39	24	45	15	36	15		
No. Score below 50% (Raw score)	207	231	213	225	201	216	195	225	204	225		
Probability being an investor											0.15	0.06
Probability of seeking paid employment											0.85	0.93
Coefficient of entrepreneurship intention with academic performance (r)											.03	.09

condition in Nigeria help to transform the nation towards industrialization and self-sustenance? At what point will business education fulfil its fundamental objective under the current system of education?

Gender differentials and entrepreneurship intentions

The issue of gender in entrepreneurship

The purpose of this analysis is to determine whether or not male students differs significantly from their female counterparts on EI and whether the increase in EI observed in the four-year business education programme results significantly from either the males or the females or both and in which ratio. From Table 9, the male students reported higher EI than the female in the four-year business education programme; but both reported same mean EI of .34 in the third year. The males reported .36 mean EI and is .04 higher than the female counterpart who reported EI of .32.

Given the raw score of the data collected, the male students reported a maximum of .68 EI and a minimum of .12 (very low EI). However, only 36 (15%) of the males had moderate EI of .50 and above, while 204 (85%) reporting low EI below .50. Similarly, the female students reported a maximum mean entrepreneurship intention/interest of 57% and a corresponding minimum of 6% entrepreneurship intention/interest. Only 15 (6.25%) of the female reported moderate EI and above while 225 (93.75%) reported below moderate EI. Therefore the probability that a male business education graduate (regular programme) becoming an entrepreneur is .15 and that it is not probable is .85. On the other hand the female has probability of .06 being self-employed, while they are .93 are likely to seek job after graduation. Theoretical interpretation of the above findings is that it appears that the male students possess higher EI than

the females and are likely to become entrepreneurs than the females upon graduation. In other words, for every 480-business education graduate of the regular programme, 36 males and 15 females totaling 51 (10.63%) of the students will seek to earn a living through self-employment while 429 (89.38%) are likely to seek white-collar jobs to earn a living. However, the .04 difference between them is not significant to inference in practical terms that the postulation is true (Mukhtar, 1998) as the Z-test for the difference of mean between both sexes did not reject the null hypothesis as indicate in table 8, below. This finding supports D. Yordanova and M. Tarrazon, of Sofia University, Bulgaria and Barcelona University respectively. They conducted a similar study on gender differences in entrepreneurial intentions in Bulgaria. They explored gender effects on entrepreneurial intentions and identify factors that may account for the gender gap in entrepreneurial intentions in a sample of Bulgarian university students. The results show that women have lower entrepreneurial intentions than men. The gender effect on entrepreneurial intentions is fully mediated by perceived behavioral control and partially mediated by perceived subjective norms and attitudes toward entrepreneurship. However, the result of the present finding does not indicate a significant departure between the males and the females EI, as the Z-test indicates (Table 10).

No significant difference observed therefore means that the difference in the EI between male and female business education (regular programme) may have no practicable effect, since changes in EI across all department are not significant either, attributing the change to extraneous variables. Therefore, sex/gender does not influence EI (Mukhtar, 1998). In line with the present finding, Delmar and Davidson (2000) argued that most gender differences in entrepreneurship research are believed to be absorbed by variables such as education and experience with little evidence of a pure gender

Table 10. Summary of Z-test for the difference of mean EI between male and female business education regular programme.

Gender	N	X	SD	Z-Cal	T. value	DF	SE	Decision
Male	240	36					2.0	Null hypothesis
Female	240	32	1.8	1.97	2.00	78	2	Not rejected
	480							

effect. Contrarily however, DeMartino and Barbato, (2003) attributed a larger EI difference between male and female to the effect of marriage with associated dependent children.

Summary

The study looked at the EI of business education undergraduates in the regular programme. An attempt was made to determine the changes in entrepreneurship characteristics of students at each level of study. It was found that the business education students had low entrepreneurship at the end of the programme. There was little or no significant relationship between students' EI and their academic performance. The study shows that gender has no significant influence on EI. Students in the part-time business education programme differ significantly on EI with those in the regular programme and this is perceived to arise from their experience in the world of works and business before and during the programme. Students of business education do not possess EI that is not significantly different from the undergraduates in other business related and non-business related programmes in the universities.

The submission from the study points to the fact that the business education programme by policy initiative has entrepreneurial connotation but the implementation makes the outcome very different from the policy intention. To this end therefore, the result is perceived to account for very high probability of students desiring to secure employment (earning-a-living) rather than venturing into self-employment (making-a-living) after graduation.

Indication that the age-long culture (value) of "job-seeking" has not changed despite government policies amendment over the years, which were meant to redirect the Nigerian economy towards small business investments and eventually, industrialization. This supports the fact that there is no significant difference in EI across disciplines and faculties.

Students' EI has no close association with academic achievement of students, and therefore that a student had good grade in academic achievement does not endear him to take investment alternative to employment. Gender has no significant implication for interest in entre-

preneurship and the likelihood of being self-employed.

Conclusion

The study looked at the entrepreneurship intention (EI) of business education students in tertiary institutions and the extent to which the programme has impacted students' mindset to venture into private business after graduation. The finding indicates that business education programme has made little or no impact on self-employment and entrepreneurship dimensions on its subjects. It has not effectively redirected the interest of students (Nigerian citizens) towards entrepreneurship and self-employment for positive and direct economic advancement of the individual and national demands as specified in the national policy directive. Learning objectives has been anchored on knowledge and not on practice which also has accounted for the divorce between EI and academic achievement.

Earlier studies have shown that the importance of education stakeholders involvement in business and entrepreneurship education has not been explicitly and practically emphasized in the programme generally, which case, the ideal environments for business education have not been created in the university system. The quality and balance of inputs required to create optimum condition for achieving entrepreneurship culture in the student's mindset is deficient in curriculum, infrastructure, instructional resource, and general university environment. We do know that practical approach to entrepreneurship should re-directs students' interest and attention from the age-long education for employment (earning-a-living) to that of entrepreneurship (making-a-living), in a poor economic environment.

Infrastructure/learning resources inadequacy; faulty curriculum, subject content and inappropriate teaching methodologies are perceived to be responsible for the inability of business education to impart self-employment initiative and innovation in graduates of Nigerian tertiary institutions.

This is consequent on the fact that the human resources angle to effective business and entrepreneurship education has not been adequately addressed in terms of innovation, research, and methodologies.

RECOMMENDATION

Programme restructure

The programme of business education in the tertiary institutions in Nigeria requires total overhaul and reorganisation to emerge a new business education programme that will accommodate holistic approach (Dewey, 1950); practical orientation (Obanya, 2003); integrated and interaction (O'Cenneide and Ajagu, 2005) and problem-solving and creativity (Musgrave, 1989). Thus the development of a new business education curriculum is increasingly inevitable. A new curriculum that reflects contemporary needs of the Nigerian economy, especially towards industrialization through investment should be in place. To provide a curriculum that should align with the one obtainable in some developed countries, which had experienced tremendous growth through reformed business education programme (Tamoka, 2008).

New teaching methodology that is reflective of the programme restructure should be researched. Teacher centered methodology should be replaced with interactive method and teachers as facilitators. It is a fact that most, if not all present teachers of business education were trained in the curriculum and has taught same to students over the years thereby recycling dysfunctional inherent in the programme (Akinlua and Akintude, 2005). To this end, the institutions offering business education should provide training opportunities at national and international levels; visitation to business education specialized schools, to liaise with international organisations that promote business education.

This will enable teachers to update themselves with current trend in the programme. A triangular and coherent relationship among the three facets of teaching and learning viz; Teacher - Subject matter - Learner attractiveness should be encouraged in the teaching and learning of business education.

Generally, efforts of stakeholders in business education programme should be directed at the following:

1. International dimension should be made apparent in national strategies for learning objectives
2. Inclusion of entrepreneurial competencies in overall competency framework
3. Assessment and validation of informal competencies through students competitive activities
4. Potential for strategies to lay out national curriculum and examination requirements.
5. Integration of entrepreneurship training skills in business, vocational and technical education.
6. Emphasis of entrepreneurship skills as being life skills rather than business skill in isolation.
7. Focus on development of skills through practical experience
8. Regular training and retraining of teachers in through

organizing of entrepreneurship seminars, symposia, workshops, research and interactive forum.

9. Inclusion of entrepreneurship education at all levels of the programme.

10. Involvement of NGO's, Alumni association, Chambers of commerce, consortium of entrepreneurs and local community in designing programmes for business and entrepreneurship academic activities.

11. Use of role models to promote entrepreneurship amidst classroom activities.

Infrastructures and learning resource review

In line with the expected changes in the business education programme, content, structures, infrastructures and instructional resources for effective implementation should be anticipated and provided. Without these resources any change to the programmes will not yield the desired entrepreneurship culture dimension. One short-term strategy for advancing this proposition is faculty-based established business units for student's internship. Funds derived from student's contribution, associations such as Association of Business Educators of Nigeria should be directed to small venture creation within and outside the university premises.

Funding the programme

The modern day business education programme is capital intensive as in engineering, law and medical professions. Funding the new programme should therefore call for a collaborative effort of the government, the institutions, the industrial world, organized private sector, small business development agencies and non-governmental organisations working for the advancement of business and entrepreneurship education at local, national and international levels in funding the programme. In this direction, the role of alumni and Faculty/Departmental should be visible give support. The faculty should act as facilitator for interaction between the institutions and resource individuals, agencies, organisations and professional bodies such as chambers of commerce and industry; manufacturing association of Nigeria; institute of chartered accountants of Nigeria; Nigerian institute of management; national directorate of employment.

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